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THE BIRMINGHAM POST

DECEMBER 12, 1953



Overstone School, near Northampton: drawn by J. Porteous Wood.

**GIRLS' SCHOOLS OF  
THE MIDLANDS—XVIII**

**OVERSTONE SCHOOL,  
NEAR NORTHAMPTON**

# 'One of the Last Refuges of Humanism'

By ROSEMARY MEYNELL

OVERSTONE, a fine estate which lies in the heart of England not far from Northampton, and less than twenty-five miles away from the great boys' public schools of Rugby, Stowe, Oundle and Uppingham was chosen, in 1929, to be the first P.N.E.U. Girls' Public School. The methods of the Parents' National Educational Union had been evolved in the eighteen eighties by Miss Charlotte Mason, a pioneer educationalist who was far ahead of her time.

It was her belief that every child needs an abundance of knowledge for the mind and that that knowledge should be varied. "Education," she wrote, "is an atmosphere, a discipline, a life," and in all her books about teaching, she emphasized that education is "the science of human relations," and that respect must always be shown to the personality of the child. Her methods came as a revelation to the stuffy and conventional Victorian schoolrooms, and in 1899, the Parents' Union itself was formed and held its first meeting. The following year the correspondence school was started which continues to this day, enabling parents in this country and abroad to educate children at home; and in 1902 Miss Mason founded her Training College for teachers at St. Albans, Herts.

pace. Many of Charlotte Mason's ideas are now generally accepted by educationalists, but the P.N.E.U. still retains the individuality which marked it from the beginning. Long before psychology really influenced education Miss Mason taught her students that a child's future can be made or marred in the very earliest years. "Our students must learn to produce a human being at his best, mentally, morally and spiritually," she wrote, and a student of hers at Ambleside remarked that she had come to learn to teach, was told that a must first learn to live. "We are all," said Charlotte Mason, "educated by our own intimate acquaintance with the things of the world." She seemed strangely at variance with the rigid Victorian conception of education, and insisted that from the very beginning children should be taught from books of literary value in a true interest.

CHARLOTTE MASON lived from 1841 to 1923. She longed to see her ideas put into practice, and in 1902 she founded the first P.N.E.U. girls' school at Overstone.

me. Alterations have been made to the building, including the addition of a dining-room, designed by Sir Guy Dawber. The "garage block" or "Works," as it is known at Overstone, is situated a little way from the house beyond the games field, in what used to be the old estate workshops. Here classrooms, a music room, a studio, museum, and laboratories have been built round a grassed courtyard. The girls find that they enjoy the exercise walking to the "Works" every day, and they also appreciate the fact that the building, where they have their dormitories and recreation, seems to belong to the "home" rather than the "school." Upstairs the dormitories are light and airy, each with a view over the park and with a distinctive name of its own. The girls are taught to know the school, and the P.N.E.U. curriculum is different from that of other girls' schools.

painter is studied by means of folders of coloured reproductions made by the Medici Society especially for P.N.E.U. Sewing and dressmaking receive every encouragement and each term there is a dress parade down the great staircase in the hall. Art is given special prominence and, in addition to the usual handicrafts, girls can learn book binding and basket work. Music is regarded as important and in its early days Overstone was visited by Gustav Holst, who took a great interest in the progress of the music students. Charlotte Mason herself was a great believer in nature study, and nature notebooks in which "finds" of every season are recorded and sketched, rather in the manner of White's Selborne, are kept by all the girls, together with "century books" which give a sense of the continuity of history and the relationship between one social or political development and another. Citizenship is also a school subject. P.N.E.U. members maintain that time can be found for all these "extras" because the method itself saves time. There are no marks given, only remarks of a constructive kind, for written work and no prizes competed for as children are taught to work for the love of knowledge.

FOR their leisure, at Overstone the girls have many different things to do. They can



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people  
to find an educa-  
on for their children that is  
really wide have given it their  
support.

At the start Miss Mason's  
methods were confined to  
home schoolrooms; then, as  
her philosophical works on  
education came to be more  
widely known, schools were  
started by qualified P.N.E.U.  
teachers. In a sense Charlotte  
Mason was a visionary, and just  
as Florence Nightingale taught  
that nursing must be a vocation,  
she made it clear that the train-  
ing and teaching of children  
should be regarded as a service  
for God. From its inception  
P.N.E.U. has been undenomina-  
tional, as Overstone is to-day, but  
the training given lays great em-  
phasis on character building and  
the personality of the individual.  
Pupils are encouraged to work  
for the love of knowledge and  
though the curriculum is very  
wide it does in fact give scope for  
the late developers, and the less  
responsive, to follow at their own

Mason's  
benefited r n P.N.E.U. and who  
herself became one of the pivots  
of the movement, which sought  
always to unite the interests and  
aims of parents and teachers.  
The building, a fine Victorian  
Renaissance mansion, is ideal for  
a school, standing as it does in  
some of the loveliest country in  
the Midlands. It was decided that  
there should be a principal as  
well as a headmistress and Mrs.  
D. L. Esslemont came to found  
the School with Miss Helen Wix,  
who gave up an appointment as  
an Inspector of Schools in order  
to become Overstone's first head-  
mistress. There were only  
fourteen girls the first term, but  
within two years the numbers  
had risen to over one hundred. It  
was never intended that the  
school should grow too big, and  
to-day there are more than 140  
girls between the ages of eleven  
and eighteen. The house, with its  
fine library, beautiful inlaid  
parquet floors, and its view of the  
terraced gardens, the swimming  
pool and the park and lake  
beyond, still retains the atmos-  
phere of a private house and a th

not  
n public li  
l takes a pri  
in th  
the largest r  
ber o  
Girls are happily marrie  
a "grandchildren" are already  
appearing in the school. Since  
1948, by arrangement with the  
local authority, two children  
from Northamptonshire second-  
ary schools come each year to  
Overstone at the expense of the  
authority. This interesting in-  
novation has worked well and  
successfully and is in every way a  
success.

THE fact that P.N.E.U. educa-  
tion is "such fun" from a  
child's point of view led many  
people to think that it was in-  
tended only for those who would  
not have to earn their own living,  
but the school's academic record  
gives the lie to this. All the girls  
get for the General Certificate of  
education and the majority offer  
seven subjects. Room is found  
on the time-table for unusual  
subjects: Picture Study, for  
example, is taught throughout  
the school and each term a new

available twice  
ol has its own  
and current films  
requently. A visit-  
supplements the  
lrs talks which are a  
every form's instruc-  
tion.

But in recalling Overstone, the  
thoughts of the Old Girls return  
always to the beauty of the place,  
and the special atmosphere of  
the school. Miss Plumptre, who  
succeeded Mrs. Esslemont and  
Miss Wix in 1947 as head, has  
been associated with the school  
for many years, and it has lost  
nothing of the originality that  
was its hall-mark in the early  
days. The strength of the school,  
and indeed of P.N.E.U. to-day,  
lies in the widespread nature of  
its membership and the respon-  
siveness of each new generation  
to its methods. People send their  
girls to Overstone because of  
personal recommendations or  
because they are seeking a  
chance for their daughters to  
receive a really wide education  
in a school that was once  
described by an enthusiastic  
supporter as "one of the last  
refuges of humanism."



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# Learning with Mother



First chore is at 7 a.m. Barbara, thirteen, milks Fatty, the cow; Timothy, seven, feeds Brownie. Barbara also makes butter and cheese



After taking early tea to his parents, Timothy makes breakfast at 7.30. All the Lewis children were taught to cook by their mother

MRS. EILEEN LEWIS HAS SIX CHILDREN  
AND HAS EDUCATED THEM ALL HERSELF

A MINISTRY of Education representative called on Eileen Lewis, wife of the rector of Taynton, near Gloucester, to inquire why her children were not attending school. She replied that she was teaching them herself. The representative examined the children, and reported that he was satisfied with their standard of education.

Eileen Lewis, who is in her early forties, has taught her six children for the past eleven years, using a correspondence course of home studies from the Parents' Union School in Ambleside, Westmorland. The Lewis children wear brown, sky-blue and white mufflers, with a badge of a skylark and the motto: "I am, I can, I ought, I will." They are enrolled members of the biggest school in the world, whose pupils receive lessons in places as diverse as Mauritius, Aden, Madagascar, Cochinchina and the Leeward Islands.

Many state and private schools use the system in Britain, where it is recognized by the Board of Education, and there are P.U.S. affiliated schools in Australia, Pakistan, Portugal, South Africa, Kenya, Argentina and in Washington, America, where an English teacher has recently opened one for British children. Says Helena Houghton, general secretary of the Parents' National Educational Union, the controlling body: "So long as there is a parent or teacher to explain the lessons, any child anywhere can be enrolled."

## No training as a teacher

Eileen Lewis first thought of teaching her children at home when she read *Home Education*, a book by Charlotte Mason, first published in 1851. She agreed with the author, who believed that a child learns best where it is happiest—at home. But, as a housewife with no previous training as a teacher, she did not think herself competent enough to undertake the education of her children. Then she heard of P.U.S., with its regular terms, holidays, reports, timetables and examinations. "The correspondence lessons made teaching extremely simple," she says.

The P.U.S. method is substantially the same as that advocated by Charlotte Mason, who abhorred "potted" forms of learning, from books on books. Instead, P.U.S. pupils go into the fields and woods for nature study; they read travel-books to learn geography, and biographies to learn history.

One day recently Mrs. Lewis talked about the French painter, Millet, while her only daughter, Barbara, and her youngest son, Timothy, framed some of his pictures they liked best. The arithmetic lesson was

PHOTOS BY JOHN R. SIMMONS



Mother's school begins at nine with art. The children are framing Millet reproductions for their rooms. Right: sums in the kitchen as Mrs. Lewis prepares lunch







A "live" history lesson in church which dates from Cromwell. The hour-glass was used by the seventeenth-century rector to time his sermon



Chess is part of the home education and all the Lewis children were given a set at the age of three. Timothy plays Barbara on a portable board

moved from the schoolroom to the kitchen, so that their mother could prepare lunch at the same time. Timothy learnt about weights and measures by weighing out ingredients, and Barbara entered up the household account books.

When the hotpot was in the oven, the "class" went to the village church for a lesson in Commonwealth history, which they got from being shown evidence of Cromwell's vandalism. By lunchtime, at one o'clock, lessons were finished for the day; work had begun punctually at nine. "I don't insist on prep, as there isn't any need for it," says Eileen Lewis.

Besides the "three Rs," her children are taught to cook, trap rabbits for the pot, grow their own flowers and vegetables, make butter and cheese, produce honey, knit, weave, sew and do their own re-decoration and repairs to the seven-bedroomed rectory.

### The cost—£10 a year

Though an entire education by P.U.S. methods can be completed at home, the Lewis children transfer to the local grammar school at thirteen; Robin, the eldest, has passed his General Education Certificate and is now reading mathematics for Cambridge. He represents his county at chess, and plays the piano, organ, clarinet, oboe and flute, all of which were taught him by his mother.

A P.U.S. education costs about £10 a year, including the books for each child. But the children are not the only ones to have benefited from it in the Lewis household. Says their father: "Until my wife started the system I knew nothing about literature. But I have now read most of the classics."

CECILIE LESLIE HARTLEY



Family choir. From left: Robin, seventeen; Timothy; Barbara; Mrs. Lewis; Peter, nine; Phillip, twelve; Henry, fourteen; the Rev. E. Lewis



Extra subject—running repairs. Peter fits a new pane into the greenhouse roof. He and his brother, Phillip, grow all the vegetables for the family

Henry teaches Barbara to weave. Mrs. Lewis has cut and tailored suits for her husband and sons out of tweed Henry has made on his loom





## THE P.N.E.U. METHOD OF READING AND NARRATION

**M**ANY COMPLAINTS are voiced about the 'modern child'. We say that his ability to express himself in his own language is extremely limited, that he rarely listens properly to the simplest instructions—that he appears, in fact, to have lost the ability to concentrate.

Now there's no good blaming all this on television or comics. Children have to be trained to approach their work intelligently, and it's up to us to train them. If such training does not begin in the most junior classes, the task of instilling it into older pupils is both formidable for the teacher and hard for the taught. From the age of six onwards children can be trained systematically not only to listen, but to repeat lucidly what they have heard, and so gradually take part in sensible discussion on the subject studied.

It was Charlotte Mason who, during the latter part of the last century, first realised the importance of oral training for young children. But she went further. She embodied her ideals in a definite method; one that today is known as the P.N.E.U. method. The letters stand for Parents National Educational Union, because Charlotte Mason's original planning was for use in the Home Schoolroom, and today many parents throughout the world still rely on this way of educating their children.

Nevertheless, P.N.E.U. schools soon developed, schools in which all the ideals of Charlotte Mason were put into practice. These, of course, cover every aspect of child education, but there is one part which is particularly relevant here—that is the method of reading and narration, which can be used by any teacher in any school.

This method is really quite simple. Where very small children are concerned, it will be the teacher who does the reading. Before he or she does so, however, there should be some recapitulation of the portion read in a previous lesson, followed by a few introductory remarks on the matter next to be read. These remarks must direct the children's thoughts towards the subject, without spoiling things for them by telling too much.

Supposing, for example, the chapter of *Alice in Wonderland* about the tea-party were to be read. The teacher would first ask the children what they remembered about the Cheshire Cat, who is the central figure of the preceding chapter. One child would then tell what he knew and another child or two would supplement where memory failed.

This only takes a few minutes—just sufficient time for the minds of the class to be clearly focused on the matter in hand. Then the teacher can remind them that it was the Cat who told Alice about the March Hare and the Hatter, and that now she has decided to call at the house of the March Hare. It could also be added that, oddly enough, Alice finds the Hatter at the Hare's house too, and that another visitor is there as well.

This should be enough to prepare the class to listen with interest and anticipation while the teacher reads about half the chapter aloud. Then follows the narration. Children love this, and as nobody knows who will be asked to 'tell back' first, all will have listened to the reading with the greatest attention. The child chosen stands up and repeats the story clearly, in his own words—though it will be noted that gradually more and more vocabulary is assimilated from the books read.

If the first child 'sticks', the teacher may prompt him or ask another to go on. After that, any details which have been omitted from the main narration can be filled in by other members of the class.

The same process is then followed for the second half of the chapter, and the lesson can be concluded in various ways, which will include some class discussion. In this case they might recite and write down the more usual version of 'Twinkle, twinkle,' or make up sentences using 'lesson' and 'lessen'.

This method of reading and narration is of course applicable to subjects other than English. It has been found that in Scripture, History and Geography, through such careful concentration during the reading, followed by accurate re-expression, a real and lasting knowledge is obtained which requires little or no revision at the end of term.

As soon as possible the children do the reading aloud themselves. This necessitates class copies instead of one book for the master or mistress. Charlotte Mason was ahead of her time in insisting on this, but nowadays the advantages of such a use of books are widely recognised.

For older children, too, a written account of the matter read can occasionally be substituted for the oral narration. Using good text books whose style is unconsciously adopted, pupils soon learn the art of correct and fluent reportage.

Children trained by this method of reading and narration develop outstanding characteristics: first, the ability to concentrate; second, to sift the subject matter and recognise salient points; third, to read clearly, speak with confidence and discuss intelligently; fourth, to write plain straightforward English. Nothing but good could come from an extensive use of this P.N.E.U. method throughout the junior classes of every school.

G. H. PHILLIPS.

### FOR CONSULTATION

Charlotte Mason—'An Essay towards a Philosophy of Education', 'Home Education', 'Home and School Education'.

A short synopsis of the matter contained in these books, as well as many other books and any information required, may be obtained from: The P.N.E.U. Office, Murray House, Vandon Street, London, S.W.1.

(C.M.T. - 1946)  
! Seaford Sussex.